Course Description

Bulletin Description: Practical guidelines for developing health and safety education programs in grades K-8, including child health problems, school health service programs, the school environment, subject matter in health education, curriculum development, lesson and unit planning, innovative approaches to health teaching, and evaluation.

Expanded Description: Additionally, students will complete assignments in course that can be use to address the SOE outcomes: communication skills, learning & development and design and delivery.

School of Education Model

This methods course is part of the IUN School of Education’s Teacher Education Program. It is part of the General Education requirements. This program is based upon a research-based conceptual framework that incorporates nine themes, all of which are designed to prepare a “reflective Professional.”

<table>
<thead>
<tr>
<th>INITIAL PROGRAM OUTCOMES</th>
<th>COURSE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Communication Skills</td>
<td>1, 5, 11</td>
</tr>
<tr>
<td>2) Higher Order Thinking Skills</td>
<td>5, 6, 10, 11</td>
</tr>
<tr>
<td>3) Instructional Technology</td>
<td>11</td>
</tr>
<tr>
<td>4) Learning and Development *</td>
<td>1, 5, 6, 7, 8, 11</td>
</tr>
<tr>
<td>5) Culture and Diversity</td>
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<tr>
<td>6) Design and Delivery *</td>
<td>3, 10, 11</td>
</tr>
<tr>
<td>7) Classroom Management</td>
<td>2, 9</td>
</tr>
<tr>
<td>8) Assessment and Evaluation</td>
<td>10</td>
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<tr>
<td>9) Professional Development</td>
<td>4</td>
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</tbody>
</table>

Areas marked with an * are those principles that are stressed in this course
Course Objectives

1. Define current health concerns
2. Organize the classroom environment to maximize health instruction
3. Develop a health curriculum
4. Identify school health service programs
5. Discuss alternative and innovative approaches to health instruction
6. Define terms associated with health instruction
7. Identify diseases associated with K-8 students
8. Explain concepts that interrelate and affect health education
9. Specify classroom conditions deemed desirable because they promote efficient and effective instruction of health related topics.
10. Develop and use individual, chapter, and unit lesson plans
11. Instruct the class on a health related topic

Initial Program Dispositions

The SOE is committed to the values of academic integrity in teacher preparation. You are expected to consign yourself to each of the following dispositions throughout this semester in your classroom participation, projects, and assessment activities:

1. Attendance, punctuality & professionalism (i.e., actions, appearance)
2. Connect subject to students’ world
3. Align teaching with state & professional standards
4. Prepare and promote active learning
5. Communicate ideas clearly in speech and writing
6. Use of multiple approaches & technology to teach
7. Student-centered management of class time & student behavior
8. Respects students from diverse backgrounds
9. Promote cooperation in class, school, and community
10. Track student progress & adjust teaching to meet needs
11. Willing to receive constructive criticism & suggestions
12. Committed to becoming an effective teacher

III. Materials

Required Text


Optional Readings


Articles/readings may be posted on OnCourse for discussion purposes
Bibliography


INTASC Principles

<table>
<thead>
<tr>
<th>INTASC Principles</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Knowledge of Subject</td>
<td>1, 6, 7, 8</td>
</tr>
<tr>
<td>2) Knowledge of Human Development and Learning</td>
<td>2, 3, 6, 8</td>
</tr>
<tr>
<td>3) Adapting instruction to individual needs</td>
<td>3, 10</td>
</tr>
<tr>
<td>4) Multiple instructional strategies</td>
<td>3, 10</td>
</tr>
<tr>
<td>5) Classroom Management Strategies</td>
<td></td>
</tr>
<tr>
<td>6) Communication Skills</td>
<td>1, 5</td>
</tr>
<tr>
<td>7) Instructional Planning Skills</td>
<td>3, 10</td>
</tr>
<tr>
<td>8) Assessment and Evaluation</td>
<td>3, 10</td>
</tr>
<tr>
<td>9) Professional Commitment and Responsibility</td>
<td></td>
</tr>
<tr>
<td>10) School and Community Partnership</td>
<td>4</td>
</tr>
</tbody>
</table>

Special Needs or Circumstances

If you are a student with a verified disability, please give to your professor, the letter of accommodation provided by the Disability Services Coordinator. Students who have a disability, or think they have a disability (e.g. psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact the disability services coordinator for a confidential discussion at 219-980-6943.
Requirements/Assignments

1. Access to E-mail account. Communication for this course will be done through E-mail and OnCourse.
2. Syllabi and assignments will available on OnCourse.
3. This class will be held in a discussion format and participation is needed. Discussion will be held on the reading material. Groups of students will be assigned to help facilitate the discussion each week. Students are expected to have read the chapters assigned for the given class period. **If discussion is not appropriate, tests on material will be given.**
4. Failure to attend class is not acceptable. A student may miss class with prearranged permission of the instructor. Unexcused absences and excessive absences will result in a lower course grade.
5. Webquest – to be explained in detail
6. Lesson Activities
7. Reflections
8. Presentations

Grading

The following table is designed for you to keep as a record of your own work and the points you have achieved. You may consult with me any time to make an appointment to verify the completed work/points. All work should be typed, neatly presented and organized. All assignments will be sent as an attachment to an email through OnCourse or handed in on the due date.

If there are any problems or questions that arise in regards to completing assignments in your particular classroom, it should be brought to the instructor’s attention immediately. Adjustments can be/may be made on an individual basis.

The assignments have a total of 500 possible points. You need to completion **ALL** assignments to pass this course.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Possible Points</th>
<th>Actual Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Lesson Activities</td>
<td>3/22</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Web Quest</td>
<td>4/19, 4/26</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>6 Reflections</td>
<td>2/15</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>On-going</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>On-going</td>
<td>70</td>
<td></td>
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<tr>
<td>Discussion Leaders</td>
<td>assigned</td>
<td>30</td>
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</tbody>
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**Schedule**

1/11  Introduction, Syllabus, OnCourse, Conceptual Frameworks, Standards  
1/18  Building a WebQuest, Lesson Plans  
1/25  Chapter 1  
2/1   Chapter 2  
2/8   Chapter 3  
2/15  Chapter 4  Reflections Due  
2/22  Chapter 5  
3/1   Chapters 6 & 7  
3/8   Chapters 8 & 9  
3/15  Spring Break  
3/22  Chapter 10  Lesson Plans Due  
3/29  Chapters 11 & 12  
4/5   Chapter 13  
4/12  Chapter 14  
4/19  Web Quest Presentations  
4/26  Web Quest Presentations  Class Evaluations  
5/3   Make-up Day